

Lake County Schools

# Eustis High School



2017-18 Schoolwide Improvement Plan

## Eustis High School

1300 E WASHINGTON AVE, Eustis, FL 32726

<https://ehs.lake.k12.fl.us/>

### School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	64%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	41%

### School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	C	B*	C

*\*Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

### School Board Approval

This plan is pending approval by the Lake County School Board.

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

### DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

### DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

### 2017-18 DA Category and Statuses for Eustis High School

DA Region and RED	DA Category and Turnaround Status
Central - <a href="#">Lucinda Thompson</a>	- N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement.

"The mission of Eustis High School is to lead and encourage every student to become educated, respectful, contributing members of their communities."

##### b. Provide the school's vision statement.

"The vision for Eustis High School is to become a culture where everyone is connected and actively engaged in the learning process."

#### 2. School Environment

##### a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

EHS maintains a website, a school newsletter and meet the teacher days to provide an opportunity for interaction between teachers, students and their families. EHS is currently using lessons learned from the pilot phase of a Personalized Learning grant whereby all teachers are focusing on a code of success through our vision of "Actively Engaged in Learning,"

In order to provide greater opportunities for success for all students and to support the school vision of being "Actively Engaged in Learning" beginning 10/27/15 Eustis High School instituted additional intervention time built into the student schedule. The intervention time during the school day is when students will have the opportunity to spend time in acceleration, enrichment, and/or Involvement activities of their choice based on individual need or interest. Students can see teachers to make up work, get extra help, attend a study group, do ACT/SAT prep, meet with a guidance counselor, attend club meetings, listen to college/community/local business leaders/motivational speaker, or just get involved in school activities. We are also offering SAT Prep as a separate class to help students prepare themselves for the SAT test given many times throughout the school year.

##### b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

It is becoming part of our culture to create an environment where students are aware that additional help is available for them academically and socially through our intervention time, open door availability with administrators, and providing quality customer service to our students when they are reaching out for additional help in all areas of academics and socially. We are implementing lessons learned in Capturing Kids Hearts professional development training that our 9th grade teachers attended last year and have plans to send more teachers this year. Each classroom teacher is expected to create standard operating procedures (SOP's) in collaboration with students to design their own expectations for behavior and safety. A School Resource Deputy is assigned to the school by the Lake County Sheriff's Office, establishing an on-site law enforcement presence to give students a sense of safety and security.

##### c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

EHS takes a simple approach to minimizing distractions by establishing in a collaborative effort with students Standard Operating Procedures (SOP's) in each classroom. Students have a greater respect for policies and procedures they help create resulting in better behavior, more time engaged in instruction and learning, and reduced consequences.

The administration continues to work with students and parents finding alternative consequences for inappropriate behavior that reduce the number of students being suspended and the total days out of school. EHS administration has a separate plan and commitment to work with individual students up for suspension to find alternative consequences that matches the offense the student has committed, yet does not remove them from school.

Administration is committed to working with distractions that change behavior and a reduced focus on punishment.

**d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.**

Eustis High School uses a variety of methods to reach the social and emotional needs of students. Students are given the opportunity to meet one on one with their school counselor through requests that are completed by the student in either a binder or paper request. If necessary, school counselors make appropriate district approved referrals to agency resources such as CCOs. Coordinated Care Organizations (CCOs) are networks of all types of health care providers who have agreed to work together in their local communities for students who are recommended for counseling services. School counselors engage school social workers and the school psychologist to assist in addressing social and emotional needs. School counselors also work through programs such as Upward Bound and AVID to identify and address the needs of students. For students who are homeless, school counselors engage the Families In Transition (FIT) program to assist with compliance of the McKinney-Vento Act. The federal McKinney-Vento Homeless Education Assistance Act ensures educational rights and protections for children and youth experiencing homelessness. A Teen-Parent Liaison visits the school weekly to form mentoring relationships with students that become parents while still in school, helping them cope with the struggles of balancing school and the care of their child in daily life.

### 3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

**a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.**

Eustis High School's early warning system includes data acquired through Decision Ed and Skyward. This data includes: attendance rates below 90%; course failures; grade point averages; state assessments in Reading and Algebra 1; middle school data for reading and math; discipline data including but not limited to suspensions; and academic grades.

**b. Provide the following data related to the school's early warning system**

**1. The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	60	38	30	52	180
One or more suspensions	0	0	0	0	0	0	0	0	0	46	41	16	31	134
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	40	32	30	24	126
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	87	78	90	20	275

**The number of students identified by the system as exhibiting two or more early warning indicators:**

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	42	45	36	18	141	

**c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.**

Eustis High School collects data from Decision Ed and Skyward that identifies students who are in danger of not advancing beyond their current grade level and/or not graduating from high school. The intervention strategies that are used include: Edgenuity, a form of virtual learning for students to use for grade forgiveness; classes through Lake Virtual and Florida Virtual Schools to take online classes for credit recovery or additional credits as needed; (PL) personalized learning system, to give students opportunities to have their schedules tailored to their specific needs; Intensive Reading classes, to give students opportunities to work on focused reading strategies; Intensive Math classes, to give students struggling with algebra, additional opportunities to work on basic math skills; the leadership team will focus on standards based instruction during school based professional development; Support Facilitation is used to help special needs students in their inclusive classrooms; and Learning Strategies courses are taught by certified teachers to help students learn how to learn.

In order to provide greater opportunities for success for all students and to support the school vision of being "Actively Engaged in Learning" Eustis High School provides intervention time into the daily schedule so students and teachers can assign time to help struggling students prepare themselves to pass statewide assessment and earn a passing grade in their core classes.

**B. Family and Community Engagement**

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

**1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.**

**a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?**

No

**1. PFEP Link**

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

**2. Description**



Eustis High School host several parent nights in an effort to build positive relationships with families and increase parental awareness of the student's progress. Some of the parent nights are geared towards providing information and increase awareness of programs.

Such as:

Panther Showcase--A presentation of all the academic, sport programs, curricular and non-curricular clubs offered at Eustis High School. Parent awareness and involvement is necessary for students who will enter high school in the following school year as they choose high school programs. During the Panther Showcase, the Advance Placement program is represented to discuss the courses offered and the academic requirements for success. Parent support is necessary for students who have the ability to take more rigorous classes to ensure student success.

AVID--A presentation of the AVID program including student contract & parent support. Parent involvement is necessary for students who have the ability but lack the motivation to go to college. Information is provided to parents on resources the school has to offer so parents can stay informed on their student's progress through their participation in AVID.

## **2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.**

Eustis High School has a positive relationship within the community. Our School Advisory Council maintains community membership and meets monthly. Our administrative staff visits with our local Chamber of Commerce and local community service groups at varying times throughout the school year. Community churches, public libraries, LCSO, and LSSC offer services to our students on an ongoing basis- including tutoring and ACT preparation. We participate in some City of Eustis First Friday community events. We also attend the Eustis Chamber of Commerce breakfasts at various times of the year to promote the school and feature some of our top students.

## **C. Effective Leadership**

### **1. School Leadership Team**

#### **a. Membership**

Identify the name, email address and position title for each member of the school leadership team.:

<b>Name</b>	<b>Title</b>
Velez, Nancy	Principal
Caldwell, Lamica	Assistant Principal
Clark, Tracy	Assistant Principal
Zimmerman, Andrew	Assistant Principal
Colarossi, Karen	Instructional Coach
Spikes, Carole	Teacher, K-12
Bryie, Alicia	Teacher, K-12
Emerson, Margaret	School Counselor
Steele, Stephanie	Teacher, K-12
Jones, Buddy	Assistant Principal
Welch, Courtney	Teacher, K-12
Hay, Michael	Teacher, K-12

#### **b. Duties**

**1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.**

Nancy Velez, Principal: Supports the use of data-based decision-making strategies, assures the implementation of MTSS and will ensure adequate professional development for school staff.

Buddy Jones, Assistant Principal; Tracy Clark, Assistant Principal; Andrew Zimmerman, Assistant Principal; Lamica Caldwell, Assistant Principal: Monitor implementation of strategies, school initiatives, and professional development for school staff. Ensure team members are contributing, referring to action plan and data during meetings. Develop, lead and evaluate with team the school standards and programs. Will identify patterns of students needs and will liaise with the district personnel for staff development needs, intervention strategies, progress monitoring, data collection and analysis. Work collaboratively with the ESE department to monitor progress of the inclusive and self-contained ESE population, and implement academic and behavioral strategies for student success. Will attend PD on the MTSS process and work collaboratively with guidance counselors and the district staff for proper student identification, implementing strategies, and monitoring progress.

Margaret Emerson, School Counselor: Provides information of services and expertise in assessments and interventions with students. Act as School Liaison with community and families in support of student success and achievement. School administration will focus on the school district's Reading, Writing, Thinking, and Talking literacy initiative in every core content area classroom.

Karen Colarossi, Literacy Coach: Provide in-depth guidance on Standards Based Instruction for all students. Will collect and analyze data for the team. Will also support the implementation of strategic plans and provide instructional support to general education teachers.

Department Chairs: Will provide PD and information about curriculum on Standards Based Instruction. They will participate in data collection and collaborate with other teachers in the implementation of strategic plans.

**2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.**

Eustis High School will use the MTSS process as our data based problem solving system. The MTSS committee, which will comprise of teachers, a school counselor, an administrator, a school social worker and a school psychologist, will meet monthly to look at closing achievement gaps in identified subgroups and individual students. This program will enable the MTSS committee to monitor and implement interventions for group and individual student needs. Additionally a professional learning committee will be developed to address the effectiveness of core instruction, resource allocation and interventions. From this PLC faculty and staff professional development will be built. The involvement of parents and the students will also be requested when it is appropriate. Bi-monthly meetings for individual student needs will be held as necessary. Parent and student involvement will be more likely at this time. The school counselor will monitor progress and the fidelity of interventions.

**Supplemental Academic Instruction and Title X Homeless**

We will continue to ensure that all students, and specifically, our most struggling students, have access to the tools (technology), the resources and the educational opportunities required for our students to be proficient on State and National assessments.

Extended weekday for students who are not successful in required courses, who are in the lower quartile, and who have not passed FSA for ELA or Algebra 1, or do not have the concordant score on an ACT or SAT.

Time during the student's daily schedule is set aside for student/teacher interventions. This intervention time was selected by students and named Thrive 45.

## 2. School Advisory Council (SAC)

### a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Brandy Rada	Parent
Lori Ross	Parent
Marlene Conte	Parent
Robin Hamel	Parent
Cindy LaJeunesse	Education Support Employee
Skye McAdams	Parent
Cheri Rodriguez	Parent
Tisha Isted	Business/Community
Nancy Velez	Principal
Lakeisha Milsap	Teacher
Brandy Hanson	Teacher
Virginia Dirschka	Teacher
Karen Colarossi	Teacher
Rachael Holtzclaw	Business/Community
Brinna Barnett	Student
Michelle Colston	Education Support Employee
Jennifer Ekpunobi	Student
Melissa Espinosa	Student
Danny Garcia	Parent
Cheryl Garner	Parent
Petra Gonzalez	Education Support Employee
Lindsey Stoothoff	Student
Ronald Hopper	Student
Laney Mikkell	Parent

### b. Duties

**1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes**

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

#### a. Evaluation of last year's school improvement plan

The SAC is able to assist the principal and the assistant principal in charge of the SIP in the monitoring and implementation of the SIP through out the school year. Mid year reports are presented. SAC uses the information to create guidelines with the assistance of the principal to decide on continuation of programs and/or strategies as set on last year's school improvement plan.

*b. Development of this school improvement plan*

The SAC works closely with the principal and the assistant principal in charge of the SIP in the annual preparation and evaluation of the SIP. The administration sets up the priorities and student performance standards along with the SAC that serve as the guidelines. An analysis of the student achievement and school performance data is reviewed several times throughout the year.

*c. Preparation of the school's annual budget and plan*

The SAC will assist with School's Annual Budget.

**2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.**

The SAC had \$7,619.29 allocated to be used in 2016-2017. The SAC contributed \$7000 towards the cost of replacing the sound system in the auditorium on the main campus. The remaining amount rolls over to the next school year. All remaining funds roll over to the following school year. Anticipated funds for the 2017-2018 school year is in excess of \$15,000.

**3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.**

Yes

*a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.*

**3. Literacy Leadership Team (LLT)**

**a. Membership**

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Colarossi, Karen	Teacher, ESE
Velez, Nancy	Principal
Zimmerman, Andrew	Assistant Principal
Holland, Peggy	Teacher, K-12
Hanson, Brandy	Teacher, K-12

**b. Duties**

**1. Describe how the LLT or similar group promotes literacy within the school, if applicable.**

Eustis High is continuing to work with the Literacy Leadership Team to increase the amount of non-fiction complex text accessed and read by all students in grades 9-12. Students and teachers will learn strategies to use with complex text and progress will be measured by student writing samples against a rubric. This action will also be further supported within the PLC framework by Literacy Leadership Team members. Eustis High School is committed to participating in the school district's initiative to have literacy in every core subject area focusing on reading, writing, thinking, and talking in every classroom. The promotion of literacy in every classroom will start in preplanning and be a primary focus of conversation in every leadership team meeting that includes: month leadership meeting, PLC's, faculty meetings, and department meetings. Eustis High School will also participate in the Superintendent's Reading Challenge. The Reading Challenge is a district wide initiative to promote reading and literacy with our students and provide incentives and awards to students for participating.

## D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

### 1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Collaborative instructional planning time has been structured for much of the staff. Collaboration will be facilitated by an instructional coach until the process has become embedded with the teachers. Further collaboration will take place during the Professional Learning Communities planning time and will be facilitated during the professional development days embedded into the calendar. The focus of the Professional Learning Communities is on Lesson Study and on peer feedback and collaboration.

### 2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

1. Bi weekly meetings of new teachers-----Mentor
2. Vacancies advertised though District Human Resource Department----Principal
3. New teachers will be assigned to a Professional Learning Community---Asst Principal & PLC Facilitator
4. New teacher will be trained on technology-----Mentor, Tech Con, ILS, Dept Chair
5. Monthly meetings of new teachers with Instructional coach-----Instructional Coach

### 3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

Rationale for pairing (either 1 or a combination):

1. Teacher is paired with Department Chair
2. Teachers share the same grade level students and/or courses
3. Teachers are in close proximity
4. Teachers have same planning period or collaboration time is provided throughout the school year.
5. Teachers are members of the same PLC

Planned mentoring activities:

1. Orient new teachers to the school policies and procedures.
2. Assist with school procedures (ex. Emergency drills, final exam schedules, special events, etc.)
3. Assist with completion of Deliberate Practice.
4. Collaborate effective teaching strategies in PLC meetings
5. Collaborate resources to implement curriculum maps, blue prints, task cards, etc.
6. Collaborate resources to increase student achievement in state tests
7. Collaborate to infuse reading, writing, thinking, and talking in each core subject area.

## E. Ambitious Instruction and Learning

### 1. Instructional Programs and Strategies

#### a. Instructional Programs

##### **1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.**

Materials are chosen and prescribed by the district curriculum blueprint for ELA and Math. For ancillary materials, teachers are versed in choosing complex text to use within their courses. Department meeting time, common planning time and PLC time is also devoted to discussions of material alignment. The school has adopted the priority of the school district to make sure we are

providing opportunities for all students to engage in reading, writing, thinking, and talking in all core subject area courses.

## **b. Instructional Strategies**

**1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.**

Teachers have access to FAIR FS data to determine baseline ability scores of students in grades 9-12 who are not reading on grade level. Teachers review the data and make adjustments to instruction based on student need. Teachers of Reading have access to Achieve 3000 data and lexile data to assist in matching students with text. Students are closely monitored through student reflection on learning goals and scales aligned to the teacher evaluation (Marzano model). Teachers use technology to meet the needs of students and organize students in rotations and groups based on student needs. As teachers move into the Personalized Learning framework, additional opportunities for differentiated instruction exist.

**2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:**

**Strategy:** Extended School Day

**Minutes added to school year:** 1,080

Eustis High School does offer extended learning opportunities through after school tutoring and mentoring as the students are accessed and the need arises. Additional interventions are used to assist students with the Algebra I, Biology and Geometry End of Course exam offered during dedicated intervention times built in the school schedule and after school on advertised days at various times throughout the school year.

### **Strategy Rationale**

By offering individualized tutoring during a variety of hours with access to teacher support at a convenient time for the students. Also, resources will be easily accessible if tutoring/mentoring occurs on the school site.

### **Strategy Purpose(s)**

- Core Academic Instruction

### **Person(s) responsible for monitoring implementation of the strategy**

Velez, Nancy, [velezn@lake.k12.fl.us](mailto:velezn@lake.k12.fl.us)

### **Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Sign in sheets, student artifacts, EOC retake results, class grades and student grades, SAT and ACT results.



**Strategy: Summer Program**

**Minutes added to school year: 3,600**

Credit recovery will be offered to students in need of recovering credits for graduation. Eustis High School will use Edgenuity. This program provides instruction through video, assignments, quizzes and cumulative exams. It is highly interactive and provides the student a more accurate reflection on learning gains made in that particular subject. This will be made available to students during the summer.

**Strategy Rationale**

By offering Edgenuity students can work at their own pace on a computer-based program. The program allows for repetition and review of content that the student has not yet mastered.

**Strategy Purpose(s)**

- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Zimmerman, Andrew, zimmermana@lake.k12.fl.us

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Edgenuity provides reports on student progress as needed to both the student as well as the teacher or counselor who is monitoring it. Parental reports are available as well. Final grades and course credits are provided at completion for posting.

**Strategy: After School Program**

**Minutes added to school year: 1,800**

School Plus will be behaviorally initiated as a way to make up work and adhere to the school and district's code of conduct. During this time, students will be afforded the opportunity to work on homework, assignments and credit recovery.

**Strategy Rationale**

Students will have additional time on campus to fulfill responsibilities and complete work. Students will learn strategies for being successful.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Jones, Buddy, joneser@lake.k12.fl.us

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Student grades, GPA, referrals for behavior, discipline data

**Strategy:** Extended School Day

**Minutes added to school year:** 900

Eustis High School does offer extended learning opportunities through tutoring. Avid-based tutoring is used to assist students with the Algebra I and Geometry End of Course exam preparation offered at advertised times.

***Strategy Rationale***

Avid-based tutoring is proven to work for many students and is a different approach than in past years.

***Strategy Purpose(s)***

- Core Academic Instruction

***Person(s) responsible for monitoring implementation of the strategy***

Zimmerman, Andrew, zimmermana@lake.k12.fl.us

***Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy***

Sign in sheets, student artifacts, EOC retake results, class grades and student grades

## **2. Student Transition and Readiness**

### **a. PreK-12 Transition**

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

***1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.***

School Counselors have provided to rising 9th graders an opportunity to visit the school campus, understand their graduation requirements and take a look at the many Career Technical Education opportunities available. School Counselors have also met with the Middle School Counselor to transfer records. A transition liaison team will be created to aid in the registration of classes; assisting students in choosing their courses for 9th grade. For outgoing cohorts, counselors have met with students on a one to one basis to discuss plans of the future, financial planning through Bright Futures applications and college entrance exams such as SAT and ACT.

For ESE students, we work with Eustis Middle to set dates in April and May for Articulation/IEP meetings at their proposed schools. The articulation team (parent, student, teachers from the incoming school, ESE School Specialists and EHS ESE Teachers) then hold a meeting to determine resources, classes, support personnel, accommodations, testing requirements, current testing and school based data, etc. Additional meetings are then scheduled as some students do require multiple meetings for transition planning purposes. These meetings are held prior to school starting or scheduled for the first week of school to ensure all details of the student's needs are met. During the articulation meeting all Individual Education Plans and Behavior Intervention Plans are reviewed, updated and signed by the team. ESE School Specialists then works with Guidance Department to complete priority scheduling for the incoming students

### **b. College and Career Readiness**



**1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.**

Throughout their high school career, students meet with their guidance counselor to complete a personalized academic and career plan. Students and guidance counselors review these plans annually to verify that the course of study is meaningful.

Anita Ramnarain is putting together a team of members including our AVID teacher to host a Career and College Readiness student/parent event at the school. The details of the plan are in it's infancy and the date is TBA at this time.

One of the components of taking time for interventions is to inform students of high school graduation requirements. Student will register for their next year's classes through their social studies classes. CAP Academies offer Industry Certification in Administrative Office, Culinary, Digital Design, Engineering, Cyber-security, and TV Production. These courses prepare students for entry into the workforce and/or college upon graduation from the program.

Each CAP Academy has an advisory committee made up of members from that specific industry to add relevance to the program.

**2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.**

Eustis High School offers the following industry certifications: Administrative Office Specialist, Adobe Certified Associate, ServSafe Certified Professional Food Manager, Solidworks, and Final Cut Pro. The high school's relative location to Lake Technical College provides opportunities for students to be dual-enrolled and learning a technical trade that further prepares them for college and a career outside of high school.

**Code PROGRAM NAME COURSES IN PROGRAM PRIMARY CERTIFICATION**

8212500 Administrative Office Specialist Digital Information Technology CIW IBA - PROSO016

Administrative Office Tech I MOS 3 of 6 Bundle - MICRO069

Digital Design I Photoshop Creative Cloud - ADOBE022

9001300 Applied Cybersecurity Digital Information Technology CIW IBA - PROSO016

Computer & Network Security Fundamentals CIW Web Security Associate - PROSO025; CIW

Network Technology Associate - PROSO018

Cybersecurity Essentials CompTIA Network+ - COMPT006

Operational Cybersecurity CompTIA Security+ - COMPT008

8800500 Culinary Arts Culinary Arts I Certified Food Safety Manager NRFSP - NRFSP001

Culinary Arts II Certified Food Protection Manager ServSafe - NRAEF003

Culinary Arts III National ProStart Certificate of Achievement - NRAEF002

Culinary Arts IV Track 1 Culinary & Hospitality Mgmt Certified Food Associate CFA - IFSEA001

Culinary Arts IV Track 2 Advanced Baking Techniques

8209600 Digital Design Digital Information Technology CIW IBA - PROSO016

Digital Design I Adobe Certified Associate InDesign CC - ADOBE021

Digital Design II Adobe Certified Associate Photoshop CC - ADOBE022

Digital Design III Adobe Certified Associate Illustrator CC - ADOBE020

Digital Design IV Adobe Certified Expert Photoshop - ADOBE005

8303000 Diversified Career Technology Diversified Career Technology Principles CIW IBA - PROSO016

Diversified Career Technology Applications

Diversified Career Technology Management

Diversified Career Technology OJT

9400300 Engineering Pathways Introduction to Engineering Design Certified Solidworks Assoc CSWA - SOLID003

Principles of Engineering Autodesk Certified User Inventor - ADESK011

Digital Electronics MSSC Certified Production Technician CPT - MSSCN001  
8812100 Entrepreneurship Principles of Entrepreneurship CIW IBA - PROSO016  
Business Mgmt and Law MOS 3 of 6 Bundle - MICRO069  
8772100 Television Production Television Production I  
Television Production II Adobe Certified Associate Premiere Pro - ADOBE018  
Television Production III Apple Certified Pro Final Cut Pro X - APPLE020  
Television Production IV Adobe Certified Expert Premiere Pro - ADOBE007

**3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.**

Rigorous academics in combination with high expectations and the placement of students in Advanced Placement classes based on their academic history and test scores are some of the strategies for improving student readiness for the public postsecondary level. In addition to the traditional AP course lineup Eustis High added an AP Computer Science class to further advance our technical offerings.

Continue to offer and expand CTE programs that offer students opportunities to earn Industry certifications in a chosen field. This will also provide students with an opportunity to earn extra post secondary clock hours or college credit.

For those CTE programs that do not have an AWI/FLDOE recognized industry certification, the district has secured articulation agreements with post secondary institutions for qualifying student program concentrations. This will allow the student the opportunity to earn either college credit or technical clock hours.

**4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.**

EHS added AP Computer Science and AP Environmental Science to the existing AP available courses.

Wrote a grant for student transportation assistance to increase opportunities for students to take the ACT and SAT off-site.

Individually meet with 11th and 12th grade students to enroll them for ACT and SAT testing.

Host SAT as an open testing site on October 7, 2017.

Host SAT school day at EHS for all 11th grades students to take the SAT on March 7, 2018.

Host ACT as an open testing site on December 9, 2017 and June 9, 2018.

Testing of all students with PSAT for appropriate course assignments as well as to address deficiencies in grades 9-11.

Theresa Spilliard, AVID Teacher, is leading a PLC group on how establish AVID WICOR strategies in all classrooms. This is great opportunity for AVID to be reintroduced as EHS has a school-wide initiative of having literacy be visible in each core subject area classroom.

## II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

### A. Problem Identification

#### 1. Data to Support Problem Identification

### **b. Data Uploads**

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

*No files were uploaded*

### **2. Problem Identification Summary**

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

### **B. Problem Analysis Summary**

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

### **C. Strategic Goals**

## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** Increase the high school acceleration rate used to calculate the school grade.
- G2.** Provide authentic literacy in each core content area.
- G3.** Provide tangible improvements to school buildings, school grounds, and maintenance and utility equipment.
- G4.** Eustis High School will exceed the State of Florida pass rate on the FSA Algebra I and Geometry EOCs for first time takers.
- G5.** Eustis High School will exceed the State of Florida pass rate on the Biology 1 EOC for first time takers.
- G6.** Eustis High School will exceed the State of Florida pass rate on the ELA FSA for first time takers.
- G7.** Improve the school culture and climate by improving the student graduation rate.
- G8.** Improve the school culture and climate by reducing the number of students receiving Out-of-School Suspensions.

## Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

**G1. Increase the high school acceleration rate used to calculate the school grade.** 1a

G097852

**Targets Supported** 1b

Indicator	Annual Target
High School Readiness	57.0

**Targeted Barriers to Achieving the Goal** 3

- Effective marketing of school CTE programs resulting in low enrollment and student motivation to be a program completer.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- CTE Teachers CAPE Funds AP Funds Guidance Counselors High School Graduation Counselor CTE Acceleration Report

**Plan to Monitor Progress Toward G1.** 8

Review the CTE provided Acceleration Report for improvement in the percentage of students receiving points.

**Person Responsible**

Andrew Zimmerman

**Schedule**

On 7/31/2018

**Evidence of Completion**

CTE Acceleration report will show improvement to the Acceleration points at the end of the school year.

**G2. Provide authentic literacy in each core content area.** 1a

G097853

**Targets Supported** 1b

Indicator	Annual Target
	100.0

**Targeted Barriers to Achieving the Goal** 3

- Lack of understanding and implementing what authentic literacy looks like in non-ELA classrooms.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Teacher Resources 1. Common Planning and Collaborative Time 2. Professional development on authentic literacy at all department meetings 3. iPD - Teacher collaboration 4. School district PD 5. Curriculum Writing Teams 6. Collaborative Funding 7. Google Docs 8. Learning Walk Tool in MyPortal

**Plan to Monitor Progress Toward G2.** 8

We will analyze the data collected in the Learning Walk Tool for improved visibility of reading, writing, thinking, and talking in every classroom. This tool is the best evidence we have to compare the past with the present.

**Person Responsible**

Andrew Zimmerman

**Schedule**

Monthly, from 8/10/2017 to 5/24/2018

**Evidence of Completion**

The Learning Walk Tool will show evidence of improvement where authentic literacy is improving throughout the school year.

**G3.** Provide tangible improvements to school buildings, school grounds, and maintenance and utility equipment. 1a

G097854

**Targets Supported** 1b

Indicator	Annual Target
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**Targeted Barriers to Achieving the Goal** 3

- Appropriate funding sources provided to the school. Without having a source to generate revenue, the school is now required to self-fund all repairs, facility improvements, new projects, classroom furniture, tools, and custodial equipment.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- 1. School discretionary funds 2. AP funding 3. SAC contributions estimated at \$15,979.81. 4. Internal Accounts.

**Plan to Monitor Progress Toward G3.** 8

The progress towards buildings and grounds improvements will be made throughout the school year. Improvements needed will be assessed on an ongoing basis and adjusted in priority as the needs arise.

**Person Responsible**

Andrew Zimmerman

**Schedule**

Daily, from 8/1/2017 to 7/31/2018

**Evidence of Completion**

Visual and safe improvements to the school will be the best measurement for determining the success of keeping up with and making improvements to the facilities.

**G4.** Eustis High School will exceed the State of Florida pass rate on the FSA Algebra I and Geometry EOCs for first time takers. 1a

G097855

**Targets Supported** 1b

Indicator	Annual Target
Math Gains	100.0

**Targeted Barriers to Achieving the Goal** 3

- Teaching struggling math students to the true intent of Florida Math Standards.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Teacher Resources 1. Algebra 1 and Geometry common planning 2. Professional development on standards based instruction during all math department meetings 3. iPD - Teacher collaboration 4. Teacher designed pacing guides aligned to the standards 5. School district PD 6. Curriculum Writing Teams 7. Collaborative Funding 8. Google Docs Student Resources 1. Liberal Arts Math Classes with Algebra focus 2. School Day Intervention Time - additional academic help for all students 3. Personalized 3rd party math instruction like Khan Academy 4. Extra time in a math lab during intervention time 5. Standards aligned text books 6. Schoology

**Plan to Monitor Progress Toward G4.** 8

Analyze baseline testing data compared to mid year and end of year testing data  
Student work in classroom to monitor progress

**Person Responsible**

Andrew Zimmerman

**Schedule**

Weekly, from 8/3/2017 to 5/24/2018

**Evidence of Completion**

Improved testing data



**G5.** Eustis High School will exceed the State of Florida pass rate on the Biology 1 EOC for first time takers.

1a

G097856

**Targets Supported** 1b

Indicator	Annual Target
Bio I EOC Pass	100.0

**Targeted Barriers to Achieving the Goal** 3

- Teaching struggling science students to the true intent of Florida Biology Standards.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Teacher Resources 1. Biology common planning 2. Curriculum Writing Teams 3. Professional development on standards based instruction during all science department meetings 4. iPD - Teacher collaboration 5. Teacher designed pacing guides aligned to the standards 6. School district PD 7. Google Docs 8. Collaborative Funding Student Resources 1. Schoology 2. School Day Intervention Time - additional academic help for all students 3. Personalized 3rd party biology instruction like Khan Academy 4. Extra time in biology during intervention time 5. Standards aligned text books 6. Schoology

**Plan to Monitor Progress Toward G5.** 8

Analyze baseline testing data compared to mid year and end of year testing data  
Student work in classroom to monitor progress

**Person Responsible**

Andrew Zimmerman

**Schedule**

Weekly, from 8/3/2017 to 5/24/2018

**Evidence of Completion**

Improved testing data

**G6.** Eustis High School will exceed the State of Florida pass rate on the ELA FSA for first time takers. 1a

G097857

**Targets Supported** 1b

Indicator	Annual Target
ELA/Reading Gains	100.0

**Targeted Barriers to Achieving the Goal** 3

- Teaching struggling ELA students to the true intent of Florida ELA Standards.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Teacher Resources 1. ELA common planning 2. Engage NY 3. Professional development on standards based instruction during all ELA department meetings 4. iPD - Teacher collaboration 5. Teacher designed pacing guides aligned to the standards 6. School district PD 7. Curriculum Writing Teams 8. Google Docs 9. Collaborative Funding Student Resources 1. School Day Intervention Time - additional academic help for all students 2. Personalized 3rd party math instruction like Khan Academy 3. Extra time in a math lab during intervention time 4. Standards aligned text books

**Plan to Monitor Progress Toward G6.** 8

Analyze baseline testing data compared to mid year and end of year testing data

**Person Responsible**

Andrew Zimmerman

**Schedule**

Weekly, from 8/3/2017 to 5/24/2018

**Evidence of Completion**

Improved testing data

**G7. Improve the school culture and climate by improving the student graduation rate.** 1a

G097858

**Targets Supported** 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	90.0

**Targeted Barriers to Achieving the Goal** 3

- Poor academic success in core subject areas.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- 1. Teachers 2. Guidance Counselors 3. Administrators 4. Edgenuity credit recovery courses 5. Lake Virtual School courses 6. Intervention time for additional academic help during the school day 7. Professional development of all teachers and administrators 8. Sylvan Learning 9. ACT/SAT Prep 10. Transportation to ACT/SAT testing site 11. Accountable attendance policy

**Plan to Monitor Progress Toward G7.** 8

Number of students participating in Edgenuity and FLVS.  
Student schedules aligned with student needs.  
Improved attendance, grades, gpa, and course completion.  
Increased number of teachers implementing PL.  
PD on Schoology and implementation by teachers

**Person Responsible**

Andrew Zimmerman


**Schedule**

Weekly, from 8/3/2017 to 7/31/2018

**Evidence of Completion**

Edgenuity reports, student credit checks, state reports, classroom observations, and lesson plans.

**G8. Improve the school culture and climate by reducing the number of students receiving Out-of-School Suspensions.** 1a

 G097859

**Targets Supported** 1b

Indicator	Annual Target
One or More Suspensions	20.0

**Targeted Barriers to Achieving the Goal** 3

- Setting high behavior expectations for students without having established school and classroom standard operating procedures.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Instructional staff and student designed standard operating procedures School and student designed standard operating procedures LCSB anti-bullying plan EHS suspension reduction plan

**Plan to Monitor Progress Toward G8.** 8

Reduction in office referrals and out of school suspensions

**Person Responsible**

Andrew Zimmerman

**Schedule**

Quarterly, from 8/3/2017 to 5/24/2018

**Evidence of Completion**

TEAM evaluations, targeted feedback, suspension reduction plan data

## Action Plan for Improvement


For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key

**G** = Goal                      **B** =  
Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** Increase the high school acceleration rate used to calculate the school grade. **1**

 G097852

**G1.B1** Effective marketing of school CTE programs resulting in low enrollment and student motivation to be a program completer. **2**

 B263120

**G1.B1.S1** Identify potential students that could obtain an acceleration point if placed in an appropriate program, AP class, or dual-enrolled. **4**

 S278591

### Strategy Rationale

The acceleration report is the best tool to use to identify students that if placed properly can help increase the acceleration points for the school.

### Action Step 1 **5**

Guidance Counselors and High School Graduation Counselor will identify potential students that could obtain an acceleration point if placed in an appropriate program, AP class, or dual-enrolled, by using the CTE provided Acceleration Report as a way to identify and monitor our progress.

### Person Responsible

Andrew Zimmerman

### Schedule

Weekly, from 8/10/2017 to 5/24/2018

### Evidence of Completion

Acceleration Report will show increases in acceleration points.

### Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Meet with Guidance Counselors to set the expectation for using the report to identify the potential students.

**Person Responsible**

Andrew Zimmerman

**Schedule**

On 11/1/2017

***Evidence of Completion***

Appointment on Zimmerman's calendar.

### Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Review the CTE provided Acceleration Report for improvement in the percentage of students receiving points.

**Person Responsible**

Andrew Zimmerman


**Schedule**

Quarterly, from 11/1/2017 to 5/24/2018

***Evidence of Completion***


CTE Acceleration report will show improvement to the Acceleration points over time.

**G2. Provide authentic literacy in each core content area.** 1

 G097853

**G2.B1** Lack of understanding and implementing what authentic literacy looks like in non-ELA classrooms.

2

 B263121

**G2.B1.S1** We will use all available resources to educate and develop teachers as to what authentic literacy looks like when used in a strong instructional practice classroom. 4

 S278592

**Strategy Rationale**

Authentic literacy strikes at the heart and foundation of all learning. It is non-program specific and where all learning begins.

**Action Step 1** 5

Learning walks and feedback will be used to educate teachers on what authentic literacy looks like in their classroom.

**Person Responsible**

Andrew Zimmerman

**Schedule**

Daily, from 8/3/2017 to 5/24/2018

**Evidence of Completion**

Learning Walk Tool data in MyPortal

**Plan to Monitor Fidelity of Implementation of G2.B1.S1** 6

Learning Walk tool will be used to record learning walks focused on authentic literacy activities in the classrooms.

**Person Responsible**

Andrew Zimmerman

**Schedule**

Daily, from 8/10/2017 to 5/24/2018

**Evidence of Completion**

Results recorded in the Learning Walk Responses tool.

## Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Analyze the Learning Walk tool for recorded improvement in seeing reading, writing, thinking, and talking in every core subject classroom.

### Person Responsible

Andrew Zimmerman

### Schedule

Daily, from 8/10/2017 to 5/24/2018

### Evidence of Completion

Results recorded in the Learning Walk Responses tool.

**G2.B1.S2** We will focus our PLC's on collaborating about what authentic literacy looks like and how it is implemented in each classroom. 4

 S278593

### Strategy Rationale

Authentic literacy can look different from classroom to classroom and the sharing among teachers of what works in their classrooms is a researched based method of PD in academic areas.

## Action Step 1 5

Form PLC's based on Authentic Literacy in the classroom

### Person Responsible

Karen Colarossi

### Schedule

Monthly, from 8/10/2017 to 5/24/2018

### Evidence of Completion



**Plan to Monitor Fidelity of Implementation of G2.B1.S2** 6

Review PLC plan for each academic area and/or sub-groups

**Person Responsible**

Karen Colarossi

**Schedule**

Monthly, from 8/10/2017 to 5/24/2018

***Evidence of Completion***

Teacher designed goals and framework for their PLC focus

**Plan to Monitor Effectiveness of Implementation of G2.B1.S2** 7

**Person Responsible**

**Schedule**


***Evidence of Completion***

Results recorded in the Learning Walk Responses tool.

**G3.** Provide tangible improvements to school buildings, school grounds, and maintenance and utility equipment. **1**

 G097854

**G3.B1** Appropriate funding sources provided to the school. Without having a source to generate revenue, the school is now required to self-fund all repairs, facility improvements, new projects, classroom furniture, tools, and custodial equipment. **2**

 B263122

**G3.B1.S1** Carefully monitor school budget and prioritize spending so money is allocated only to those items that are truly necessary for the safe and orderly operation of the school. **4**

 S278594

### Strategy Rationale

The school is not a source of revenue. Money is always a concern and very rarely is there extra funding available for improvements, safety concerns, repairs, tools, and new projects.

### Action Step 1 **5**

Prioritize school facility needs, use appropriate source of funding, and facilitate the repair or replacement of tangible items such as tools, safety related items, structures, utility vehicles, and other power equipment.

#### Person Responsible

Andrew Zimmerman

#### Schedule

Daily, from 8/1/2017 to 7/31/2018

#### Evidence of Completion

Facilities are improved as needed without any major disruption to the operation of the school and within allotted money.

**Plan to Monitor Fidelity of Implementation of G3.B1.S1** 6

Monitor the prioritization of school facility needs, use of appropriate funding sources, and the facilitations of repairs or replacement of tangible items, structures, and/or equipment as needed on an ongoing basis.

**Person Responsible**

Nancy Velez

**Schedule**

Daily, from 8/1/2017 to 7/31/2018

***Evidence of Completion***

The request for funds and the purchase of items and/or services is done in accordance with Lake County School Board Policies and Procedures. The facilities and grounds are maintained professionally and in a student friendly manner that offers a safe and orderly learning environment.

**Plan to Monitor Effectiveness of Implementation of G3.B1.S1** 7

Monitor the prioritization of school facility needs, use of appropriate funding sources, and the facilitations of repairs or replacement of tangible items, structures, and/or equipment as needed on an ongoing basis.

**Person Responsible**

Nancy Velez

**Schedule**

Daily, from 8/1/2017 to 7/31/2018

***Evidence of Completion***

No major safety violations exist, no major injuries are experienced by students or employees, and the campus is maintained in an aesthetically pleasing and safe way.

**G4.** Eustis High School will exceed the State of Florida pass rate on the FSA Algebra I and Geometry EOCs for first time takers. 1

G097855

**G4.B1** Teaching struggling math students to the true intent of Florida Math Standards. 2

B263123

**G4.B1.S1** Provide professional development during pre-planning, department meetings, and 3rd party opportunities on: teaching to the true intent of the standards, aligning lesson plans and formative assessments to test item specifications, and the proper use of text books as a supporting resource to facilitate authentic literacy in the mathematics classroom. 4

S278595

### Strategy Rationale

Florida standards are the foundation for quality teaching and student success on the Algebra 1 and Geometry EOCs. A standards focus includes literacy in the mathematics classroom with reading, writing, thinking, and talking.

### Action Step 1 5

Administration, department head and literacy coach meet on a weekly basis to plan PD based on the requirements of the Florida Algebra and Geometry standards, Learning Walk (reading, writing thinking and discussion in every classroom everyday) feedback, and other professional development opportunities as they become available.

#### Person Responsible

Andrew Zimmerman

#### Schedule

Weekly, from 8/3/2017 to 5/24/2018

#### Evidence of Completion

Meeting notes and professional development calendar

### Action Step 2 5

Teachers will participate in Collaborative Time and iPD

#### Person Responsible

Andrew Zimmerman

#### Schedule

Monthly, from 8/3/2017 to 5/24/2018

#### Evidence of Completion

Full participation and registrations in TNL.

**Plan to Monitor Fidelity of Implementation of G4.B1.S1** 6

Analyze classroom observations, full participation in department meetings, and teacher lesson plans.

**Person Responsible**

Andrew Zimmerman

**Schedule**

Monthly, from 8/3/2017 to 5/24/2018

***Evidence of Completion***

Meeting notes, TEAM evaluations, lesson plans, and targeted feedback.

**Plan to Monitor Effectiveness of Implementation of G4.B1.S1** 7

Analyze student product results and state mandated assessments

**Person Responsible**

Andrew Zimmerman


**Schedule**

Weekly, from 8/3/2017 to 5/24/2018

***Evidence of Completion***

EOC test score data

## G4.B1.S2 Curriculum Writing Teams 4

 S278596

### Strategy Rationale

Allows teachers time to collaborate writing curriculum, aligning tasks to the standards, and developing common assessments.

### Action Step 1 5

Curriculum Writing Teams

#### Person Responsible

Andrew Zimmerman

#### Schedule

Monthly, from 8/3/2017 to 7/31/2018

#### Evidence of Completion

Common Assessment, Pacing Guides, Lesson Plans

### Plan to Monitor Fidelity of Implementation of G4.B1.S2 6

Full participation and attendance in writing team

#### Person Responsible

Andrew Zimmerman

#### Schedule

Monthly, from 8/3/2017 to 7/31/2018

#### Evidence of Completion

Common Assessment, Pacing Guides, Lesson Plans

Plan to Monitor Effectiveness of Implementation of G4.B1.S2 7

Student product, state mandated assessments

**Person Responsible**

Andrew Zimmerman

**Schedule**

Monthly, from 8/3/2017 to 7/31/2018

***Evidence of Completion***

EOC test score data

**G5.** Eustis High School will exceed the State of Florida pass rate on the Biology 1 EOC for first time takers. 1

G097856

**G5.B1** Teaching struggling science students to the true intent of Florida Biology Standards. 2

B263124

**G5.B1.S1** Provide professional development during pre-planning, department meetings, and 3rd party opportunities on: teaching to the true intent of the standards, aligning lesson plans and formative assessments to test item specifications, and the proper use of text books as a supporting resource. 4

S278597

### Strategy Rationale

Florida standards are the foundation for quality teaching and student success on the Biology EOC. A standards focus includes literacy in the biology classroom with reading, writing, thinking, and talking.

### Action Step 1 5

Administration, department head and literacy coach meet on a weekly basis to plan PD based on the requirements of the Florida Biology standards. Learning Walks. feedback, and other professional development opportunities as the become available.

#### Person Responsible

Andrew Zimmerman

#### Schedule

Weekly, from 8/3/2017 to 5/24/2018

#### Evidence of Completion

Full participation monitored

### Action Step 2 5

Teachers will participate in Collaborative Time and iPD

#### Person Responsible

Andrew Zimmerman

#### Schedule

Monthly, from 8/3/2017 to 5/24/2018

#### Evidence of Completion

Full participation monitored



**Plan to Monitor Fidelity of Implementation of G5.B1.S1** 6

Analyze classroom observations, full participation in department meetings, and teaching of lesson plans

**Person Responsible**

Andrew Zimmerman

**Schedule**

Monthly, from 8/3/2017 to 5/24/2018

***Evidence of Completion***

Meeting notes, TEAM evaluations, lesson plans, Learning Walks, and targeted feedback

**Plan to Monitor Effectiveness of Implementation of G5.B1.S1** 7

Analyze results of student product and state mandated assessments

**Person Responsible**

Andrew Zimmerman

**Schedule**

Weekly, from 8/3/2017 to 5/24/2018

***Evidence of Completion***

EOC test score data

## G5.B1.S2 Curriculum Writing Teams 4

 S278598

### Strategy Rationale

Allows teachers time to collaborate writing curriculum, aligning tasks to the standard and developing common assessments

### Action Step 1 5

Curriculum Writing Teams

#### Person Responsible

Karen Colarossi

#### Schedule

On 7/31/2018

#### Evidence of Completion

Common Assessment, Pacing Guides, Lesson Plans

### Plan to Monitor Fidelity of Implementation of G5.B1.S2 6

Full participation and attendance in writing team

#### Person Responsible

Andrew Zimmerman

#### Schedule

Monthly, from 8/3/2017 to 7/31/2018

#### Evidence of Completion

Lesson plans, common assessments, and pacing guides

**Plan to Monitor Effectiveness of Implementation of G5.B1.S2** 7

Student product, state mandated assessments

**Person Responsible**

Andrew Zimmerman


**Schedule**

Monthly, from 8/3/2017 to 7/31/2018

**Evidence of Completion**

EOC test score data

**G6.** Eustis High School will exceed the State of Florida pass rate on the ELA FSA for first time takers. 1

 G097857

**G6.B1** Teaching struggling ELA students to the true intent of Florida ELA Standards. 2

 B263125

**G6.B1.S1** Provide professional development during pre-planning, department meetings, Collaborative Time, and 3rd party opportunities on: Engage NY, Google Docs, Schoology, aligning lesson plans and formative assessments to test item specifications, and the proper use of text books as a supporting resource for authentic literacy in the ELA classroom. 4

 S278599

**Strategy Rationale**

Florida standards are the foundation for quality teaching and student success on the ELA FSA. A standards focus includes literacy in the ELA classroom with reading, writing, thinking, and talking.

**Action Step 1** 5

Administration, department head and literacy coach meet on a weekly basis to plan PD based on the requirements of the Florida ELA standards, Learning Walks (reading, writing thinking and discussion in every classroom everyday) feedback, and other professional development opportunities as they become available.

**Person Responsible**

Andrew Zimmerman

**Schedule**

Monthly, from 8/3/2017 to 7/31/2018

**Evidence of Completion**

Meeting notes and professional development calendar

**Plan to Monitor Fidelity of Implementation of G6.B1.S1** 6

Analyze classroom observations data, full participation in department meetings, and teacher lesson plans

**Person Responsible**

Andrew Zimmerman

**Schedule**

On 5/24/2018

***Evidence of Completion***

Meeting notes, TEAM evaluations, lesson plans, and targeted feedback

**Plan to Monitor Effectiveness of Implementation of G6.B1.S1** 7

Analyze student product results and state mandated assessments

**Person Responsible**

Andrew Zimmerman

**Schedule**

Weekly, from 8/3/2017 to 5/24/2018

***Evidence of Completion***

EOC test score data

## G6.B1.S2 Curriculum Writing Teams 4

 S278600

### Strategy Rationale

Allows teachers time to collaborate writing curriculum, aligning tasks to the standard and developing common assessments

### Action Step 1 5

Curriculum Writing Teams

#### Person Responsible

Andrew Zimmerman

#### Schedule

Monthly, from 8/3/2017 to 7/31/2018

#### Evidence of Completion

Common Assessment, Pacing Guides, Lesson Plans

### Plan to Monitor Fidelity of Implementation of G6.B1.S2 6

Full participation and attendance on writing team

#### Person Responsible

Andrew Zimmerman

#### Schedule

Monthly, from 8/3/2017 to 7/31/2018

#### Evidence of Completion

Common Assessments, Pacing Guides, Lesson Plans

**Plan to Monitor Effectiveness of Implementation of G6.B1.S2** 7

Student product, state mandated assessments

**Person Responsible**

Andrew Zimmerman

**Schedule**

Monthly, from 8/3/2017 to 7/31/2018

**Evidence of Completion**

FSA test score data

**G7. Improve the school culture and climate by improving the student graduation rate.** 1

 G097858

**G7.B1 Poor academic success in core subject areas.** 2

 B263126

**G7.B1.S1** Allocate a High School Graduation Facilitator to monitor students' academic data indicators to identify at-risk students beginning in 9th grade. 4

 S278601

**Strategy Rationale**

At-risk students need to be identified and monitored beginning in 9th grade to reduce drop-out rates and non-graduates.

**Action Step 1** 5

The use of Edgenuity (a computerized grade recovery program) and Lake Virtual/FLVS is self-paced computer instruction with teacher assistance with the flexibility and opportunities during school or after school at home.

**Person Responsible**

Andrew Zimmerman

**Schedule**

Daily, from 8/3/2017 to 7/31/2018

**Evidence of Completion**

Monitoring of all seniors for attendance, grades, gpa, on-line class completion, required state testing, and required core classes.

**Plan to Monitor Fidelity of Implementation of G7.B1.S1** 6

Collaborative meetings with administrators and guidance to monitor student evident that progress is being made.

**Person Responsible**

Margaret Emerson

**Schedule**

Monthly, from 8/3/2017 to 7/31/2018

***Evidence of Completion***

Number of students participating in Edgenuity and FLVS. Student schedules aligned with student needs. Improved grades, gpa, and course completion.

**Plan to Monitor Effectiveness of Implementation of G7.B1.S1** 7

Number of students participating in Edgenuity and FLVS.  
Student schedules aligned with student needs.  
Improved grades, gpa, and course completion.

**Person Responsible**

Andrew Zimmerman

**Schedule**

Monthly, from 8/3/2017 to 7/31/2018

***Evidence of Completion***

Edgenuity reports, student credit checks, and state reports

**G7.B1.S2** Continue implementing personalized learning teaching strategies in conjunction with the precepts of Capturing Kids Hearts in each classroom. 4

S278602

### Strategy Rationale

We are continuing to ensure we are targeting at risk students needs.

### Action Step 1 5

Using the train the trainer model teachers will be provided training on Personalized Learning strategies to target those at-risk students in their classroom.

#### Person Responsible

Karen Colarossi

#### Schedule

Quarterly, from 8/3/2017 to 5/24/2018

#### Evidence of Completion

Training as needed.

### Plan to Monitor Fidelity of Implementation of G7.B1.S2 6

Learning Walks

#### Person Responsible

Andrew Zimmerman

#### Schedule

Weekly, from 8/3/2017 to 5/24/2018

#### Evidence of Completion

Learning walk notes



**Plan to Monitor Effectiveness of Implementation of G7.B1.S2** 7

Learning Walks

**Person Responsible**

Andrew Zimmerman

**Schedule**

Weekly, from 8/3/2017 to 5/24/2018

**Evidence of Completion**

Learning walk data

**G7.B1.S3** Utilize Sylvan Learning Program to assist seniors in achieving proficiency on the state mandated reading tests or ACT/SAT 4

 S278603

**Strategy Rationale**

By the senior year, students require an intensive SAT/ACT prep program. By receiving a state mandated concordant score on SAT or ACT meet the FSA Reading requirement for graduation

**Action Step 1** 5

Train appropriate teachers in using and monitoring the use of Sylvan Learning.

**Person Responsible**

Buddy Jones

**Schedule**

Monthly, from 8/3/2017 to 5/18/2018

**Evidence of Completion**

Teacher attendance training records will be reviewed and available for inspection.

**Plan to Monitor Fidelity of Implementation of G7.B1.S3** 6

After training the appropriate teachers, we will identify the students that should be using Sylvan Learning and progress monitor for improvements in ELA skills.

**Person Responsible**

Buddy Jones

**Schedule**

Weekly, from 8/3/2017 to 5/18/2018

***Evidence of Completion***

This is a new program for EHS to use and documentation of fidelity of implementation will be determined after PD is received.

**Plan to Monitor Effectiveness of Implementation of G7.B1.S3** 7

After training the appropriate teachers, we will identify the students that should be using Sylvan Learning and progress monitor for improvements in instruction and learning.

**Person Responsible**

Buddy Jones

**Schedule**

Weekly, from 8/3/2017 to 5/18/2018

***Evidence of Completion***

Improved passing rates on state mandated tests and/or SAT/ACT.

**G7.B1.S4** Provide Summer School for all at-risk students 4

 S278604

**Strategy Rationale**

If students are behind in credits, core courses, or have a low GPA, they will not graduate.

**Action Step 1** 5

Provide tutoring and/or lab time for students at risk and those scoring poorly on FSA tests.

**Person Responsible**

Andrew Zimmerman

**Schedule**

Daily, from 6/4/2018 to 7/31/2018

***Evidence of Completion***

Summer sessions are provided and documented through student sign in logs.

**Plan to Monitor Fidelity of Implementation of G7.B1.S4** 6

Monitoring the use of Edgenuity through the Edgenuity program and daily sign in sheets

**Person Responsible**

Andrew Zimmerman

**Schedule**

Daily, from 5/28/2018 to 7/31/2018

***Evidence of Completion***

Course completion and daily sign in sheets.

**Plan to Monitor Effectiveness of Implementation of G7.B1.S4** 7

Course completion

**Person Responsible**

Andrew Zimmerman

**Schedule**

Daily, from 5/28/2018 to 7/31/2018

**Evidence of Completion**

Students completing credit recovery courses not finished during the regular school year.

**G7.B1.S5** Transportation provided for those students who cannot provide their own transportation to the SAT/ACT testing sites 4

 S278605

**Strategy Rationale**

Many of our students do not have access to transportation to off campus sites.

**Action Step 1** 5

Find funding for transportation to take students to ACT/SAT sites that students would not be able to provide transportation on their own.

**Person Responsible**

Andrew Zimmerman

**Schedule**

Monthly, from 8/3/2017 to 7/31/2018

**Evidence of Completion**

Transportation is provided.

**Plan to Monitor Fidelity of Implementation of G7.B1.S5** 6

Transportation was provided.

**Person Responsible**

Andrew Zimmerman

**Schedule**

Monthly, from 8/3/2017 to 7/31/2018

***Evidence of Completion***

Transportation was provided for students not able to provide their own to a test site.

**Plan to Monitor Effectiveness of Implementation of G7.B1.S5** 7

Transportation was provided.

**Person Responsible**

Andrew Zimmerman

**Schedule**

Monthly, from 8/3/2017 to 7/31/2018

***Evidence of Completion***

Transportation was provided for students not able to provide their own to a test site.

**G7.B1.S6** Purchase laptops/Chromes to be utilized on classrooms 4

 S278606

**Strategy Rationale**

High stakes testing is administered via computer so it is essential that all students have access to the technology

**Action Step 1** 5

Find appropriate funding to purchase laptops and Chromes to be used by struggling students that lack access to technology and the Internet for research and finding alternative instructional help.

**Person Responsible**

Andrew Zimmerman

**Schedule**

Monthly, from 8/3/2017 to 5/24/2018

***Evidence of Completion***

Appropriate funding was utilized and computers were purchased.

**Plan to Monitor Fidelity of Implementation of G7.B1.S6** 6

After the purchase of computers, students in need are identified, and the computers are distributed.

**Person Responsible**

Andrew Zimmerman

**Schedule**

Monthly, from 8/3/2017 to 5/24/2018

***Evidence of Completion***

Computers were purchased and distributed to students for use in their classrooms.

**Plan to Monitor Effectiveness of Implementation of G7.B1.S6** 7

After the purchase of computers, students in need are identified, and the computers are distributed. Progress of student work is monitored for improvement.

**Person Responsible**

Andrew Zimmerman

**Schedule**

Weekly, from 8/3/2017 to 5/24/2018

**Evidence of Completion**

Improved academic performance.

**G7.B1.S7** Provide instructional personnel for extended day and Academic Saturdays 4

 S278607

**Strategy Rationale**

Many of our students require additional time for tutoring in preparation for the stated mandated tests, Credit Recovery or for SAT/ACT prep.

**Action Step 1** 5

Utilize certified teachers during non school hours for additional instruction time after school and weekends.

**Person Responsible**

Andrew Zimmerman

**Schedule**

Weekly, from 8/3/2017 to 5/24/2018

**Evidence of Completion**

Teacher and students attendance records will be kept for review and made available for inspection.

**G7.B1.S8** Implement an attendance policy that hold students accountable to be in school 90% of the time **4**

 S278608

### **Strategy Rationale**

Poor attendance is a barrier to receiving adequate instruction and learning time to successfully pass required courses.

### **Action Step 1** **5**

Implement changes to LCSB attendance policy that rewards students for good attendance and has consequences for those students that do not attend school a minimum amount of time.

#### **Person Responsible**

Lamica Caldwell

#### **Schedule**

On 5/24/2018

#### **Evidence of Completion**

Improved attendance and improved student grades and pass rate.

### **Plan to Monitor Fidelity of Implementation of G7.B1.S8** **6**

Attendance Office will provide attendance reports to administration and guidance office as a tool to identify students that need interventions to get them to attend school within the policy guidelines.

#### **Person Responsible**

Lamica Caldwell

#### **Schedule**

Biweekly, from 8/10/2017 to 5/24/2018

#### **Evidence of Completion**

Attendance reports, administrator and guidance documentation, grade reports



Plan to Monitor Effectiveness of Implementation of G7.B1.S8 7

Attendance rates that trend in a positive direction

**Person Responsible**

Lamica Caldwell


**Schedule**

Monthly, from 8/10/2017 to 5/24/2018


***Evidence of Completion***

Attendance reports, administrator and guidance documentation, grade reports

**G8.** Improve the school culture and climate by reducing the number of students receiving Out-of-School Suspensions. **1**

 G097859

**G8.B1** Setting high behavior expectations for students without having established school and classroom standard operating procedures. **2**

 B263127

**G8.B1.S1** Provide professional development for administrators and instructional staff on Classroom Design and Delivery and Capturing Kids Hearts to work collaboratively on designing standard operating procedures for student classroom expectations. **4**

 S278609

### **Strategy Rationale**

Experience and research indicates students want boundaries (standard operating procedures) and when boundaries are mutually designed and agreed on, students are more likely to make good choices and not be involved in incidents that result in consequences of out of school suspension.

### **Action Step 1** **5**

Teachers and administrators will receive professional development on Capturing Kids Hearts to work collaboratively with students on designing meaningful standard operating procedures for the classroom. SOP's will be evident in all classrooms. SOP's will be adapted throughout the school year as changing student behavior is more apparent and the need for revised SOP's arises. In addition, a separate Suspension Reduction Plan is in effect and part of a school-wide effort.

#### **Person Responsible**

Andrew Zimmerman

#### **Schedule**

Monthly, from 8/3/2017 to 5/24/2018

#### **Evidence of Completion**

TEAM evaluations, targeted feedback

**Plan to Monitor Fidelity of Implementation of G8.B1.S1** 6

Discuss with students the SOP's and what is expected in every classroom.

**Person Responsible**

Andrew Zimmerman

**Schedule**

Weekly, from 8/3/2017 to 8/3/2017

***Evidence of Completion***

PL Committee documentation, TEAM evaluations, targeted feedback

**Plan to Monitor Effectiveness of Implementation of G8.B1.S1** 7

Reduction in office referrals

**Person Responsible**

Andrew Zimmerman

**Schedule**

Quarterly, from 8/3/2017 to 8/3/2017

***Evidence of Completion***

Out of school suspension data

**G8.B1.S2** Implement the LCSB Bullying and Harassment Monitoring and Compliance Plan as designed by the district. 4

S278610

### Strategy Rationale

The plan is designed to reduce the number of bullying incidents in school reducing the number of out-of-school suspensions.

### Action Step 1 5

Fully implement the LCSB Bullying Plan

#### Person Responsible

Lamica Caldwell

#### Schedule

Daily, from 8/3/2017 to 5/24/2018

#### Evidence of Completion

Reduced number of reported incidents of bullying and reduced out of school suspension related to bullying.

### Plan to Monitor Fidelity of Implementation of G8.B1.S2 6

Revise suspension plan and bullying plan as needed

#### Person Responsible

Lamica Caldwell

#### Schedule

Quarterly, from 8/3/2017 to 8/3/2017

#### Evidence of Completion

Reduction in out of school suspensions and incidents of reported bullying.

Plan to Monitor Effectiveness of Implementation of G8.B1.S2 7

Revise suspension plan and bullying plan as needed

**Person Responsible**

Lamica Caldwell

**Schedule**

Quarterly, from 8/3/2017 to 8/3/2017

***Evidence of Completion***

Reduction in out of school suspensions and incidents of reported bullying.

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2018</b>					
G2.B1.S2.MA1 M405490	[no content entered]		No Start Date	Results recorded in the Learning Walk Responses tool.	No End Date one-time
G8.B1.S1.MA1 M405526	Reduction in office referrals	Zimmerman, Andrew	8/3/2017	Out of school suspension data	8/3/2017 quarterly
G8.B1.S1.MA1 M405527	Discuss with students the SOP's and what is expected in every classroom.	Zimmerman, Andrew	8/3/2017	PL Committee documentation, TEAM evaluations, targeted feedback	8/3/2017 weekly
G8.B1.S2.MA1 M405528	Revise suspension plan and bullying plan as needed	Caldwell, Lamica	8/3/2017	Reduction in out of school suspensions and incidents of reported bullying.	8/3/2017 quarterly
G8.B1.S2.MA1 M405529	Revise suspension plan and bullying plan as needed	Caldwell, Lamica	8/3/2017	Reduction in out of school suspensions and incidents of reported bullying.	8/3/2017 quarterly
G1.B1.S1.MA1 M405486	Meet with Guidance Counselors to set the expectation for using the report to identify the potential...	Zimmerman, Andrew	11/1/2017	Appointment on Zimmerman's calendar.	11/1/2017 one-time
G7.B1.S3.MA1 M405515	After training the appropriate teachers, we will identify the students that should be using Sylvan...	Jones, Buddy	8/3/2017	Improved passing rates on state mandated tests and/or SAT/ACT.	5/18/2018 weekly
G7.B1.S3.MA1 M405516	After training the appropriate teachers, we will identify the students that should be using Sylvan...	Jones, Buddy	8/3/2017	This is a new program for EHS to use and documentation of fidelity of implementation will be determined after PD is received.	5/18/2018 weekly
G7.B1.S3.A1 A375367	Train appropriate teachers in using and monitoring the use of Sylvan Learning.	Jones, Buddy	8/3/2017	Teacher attendance training records will be reviewed and available for inspection.	5/18/2018 monthly
G2.MA1 M405492	We will analyze the data collected in the Learning Walk Tool for improved visibility of reading,...	Zimmerman, Andrew	8/10/2017	The Learning Walk Tool will show evidence of improvement where authentic literacy is improving throughout the school year.	5/24/2018 monthly
G4.MA1 M405500	Analyze baseline testing data compared to mid year and end of year testing data Student work in...	Zimmerman, Andrew	8/3/2017	Improved testing data	5/24/2018 weekly
G5.MA1 M405505	Analyze baseline testing data compared to mid year and end of year testing data Student work in...	Zimmerman, Andrew	8/3/2017	Improved testing data	5/24/2018 weekly
G6.MA1 M405510	Analyze baseline testing data compared to mid year and end of year testing data	Zimmerman, Andrew	8/3/2017	Improved testing data	5/24/2018 weekly
G8.MA1 M405530	Reduction in office referrals and out of school suspensions	Zimmerman, Andrew	8/3/2017	TEAM evaluations, targeted feedback, suspension reduction plan data	5/24/2018 quarterly
G1.B1.S1.MA1 M405485	Review the CTE provided Acceleration Report for improvement in the percentage of students receiving...	Zimmerman, Andrew	11/1/2017	CTE Acceleration report will show improvement to the Acceleration points over time.	5/24/2018 quarterly
G1.B1.S1.A1 A375353	Guidance Counselors and High School Graduation Counselor will identify potential students that...	Zimmerman, Andrew	8/10/2017	Acceleration Report will show increases in acceleration points.	5/24/2018 weekly
G2.B1.S1.MA1 M405488	Analyze the Learning Walk tool for recorded improvement in seeing reading, writing, thinking, and...	Zimmerman, Andrew	8/10/2017	Results recorded in the Learning Walk Responses tool.	5/24/2018 daily
G2.B1.S1.MA1 M405489	Learning Walk tool will be used to record learning walks focused on authentic literacy activities...	Zimmerman, Andrew	8/10/2017	Results recorded in the Learning Walk Responses tool.	5/24/2018 daily
G2.B1.S1.A1 A375354	Learning walks and feedback will be used to educate teachers on what authentic literacy looks like...	Zimmerman, Andrew	8/3/2017	Learning Walk Tool data in MyPortal	5/24/2018 daily












Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.B1.S1.MA1 M405496	Analyze student product results and state mandated assessments	Zimmerman, Andrew	8/3/2017	EOC test score data	5/24/2018 weekly
G4.B1.S1.MA1 M405497	Analyze classroom observations, full participation in department meetings, and teacher lesson plans.	Zimmerman, Andrew	8/3/2017	Meeting notes, TEAM evaluations, lesson plans, and targeted feedback.	5/24/2018 monthly
G4.B1.S1.A1 A375357	Administration, department head and literacy coach meet on a weekly basis to plan PD based on the...	Zimmerman, Andrew	8/3/2017	Meeting notes and professional development calendar	5/24/2018 weekly
G4.B1.S1.A2 A375358	Teachers will participate in Collaborative Time and iPD	Zimmerman, Andrew	8/3/2017	Full participation and registrations in TNL.	5/24/2018 monthly
G5.B1.S1.MA1 M405501	Analyze results of student product and state mandated assessments	Zimmerman, Andrew	8/3/2017	EOC test score data	5/24/2018 weekly
G5.B1.S1.MA1 M405502	Analyze classroom observations, full participation in department meetings, and teaching of lesson...	Zimmerman, Andrew	8/3/2017	Meeting notes, TEAM evaluations, lesson plans, Learning Walks, and targeted feedback	5/24/2018 monthly
G5.B1.S1.A1 A375360	Administration, department head and literacy coach meet on a weekly basis to plan PD based on the...	Zimmerman, Andrew	8/3/2017	Full participation monitored	5/24/2018 weekly
G5.B1.S1.A2 A375361	Teachers will participate in Collaborative Time and iPD	Zimmerman, Andrew	8/3/2017	Full participation monitored	5/24/2018 monthly
G6.B1.S1.MA1 M405506	Analyze student product results and state mandated assessments	Zimmerman, Andrew	8/3/2017	EOC test score data	5/24/2018 weekly
G6.B1.S1.MA1 M405507	Analyze classroom observations data, full participation in department meetings, and teacher lesson...	Zimmerman, Andrew	8/3/2017	Meeting notes, TEAM evaluations, lesson plans, and targeted feedback	5/24/2018 one-time
G8.B1.S1.A1 A375373	Teachers and administrators will receive professional development on Capturing Kids Hearts to work...	Zimmerman, Andrew	8/3/2017	TEAM evaluations, targeted feedback	5/24/2018 monthly
G2.B1.S2.MA1 M405491	Review PLC plan for each academic area and/or sub-groups	Colarossi, Karen	8/10/2017	Teacher designed goals and framework for their PLC focus	5/24/2018 monthly
G2.B1.S2.A1 A375355	Form PLC's based on Authentic Literacy in the classroom	Colarossi, Karen	8/10/2017		5/24/2018 monthly
G7.B1.S2.MA1 M405513	Learning Walks	Zimmerman, Andrew	8/3/2017	Learning walk data	5/24/2018 weekly
G7.B1.S2.MA1 M405514	Learning Walks	Zimmerman, Andrew	8/3/2017	Learning walk notes	5/24/2018 weekly
G7.B1.S2.A1 A375366	Using the train the trainer model teachers will be provided training on Personalized Learning...	Colarossi, Karen	8/3/2017	Training as needed.	5/24/2018 quarterly
G8.B1.S2.A1 A375374	Fully implement the LCSB Bullying Plan	Caldwell, Lamica	8/3/2017	Reduced number of reported incidents of bullying and reduced out of school suspension related to bullying.	5/24/2018 daily
G7.B1.S6.MA1 M405521	After the purchase of computers, students in need are identified, and the computers are...	Zimmerman, Andrew	8/3/2017	Improved academic performance.	5/24/2018 weekly
G7.B1.S6.MA1 M405522	After the purchase of computers, students in need are identified, and the computers are distributed.	Zimmerman, Andrew	8/3/2017	Computers were purchased and distributed to students for use in their classrooms.	5/24/2018 monthly
G7.B1.S6.A1 A375370	Find appropriate funding to purchase laptops and Chromes to be used by struggling students that...	Zimmerman, Andrew	8/3/2017	Appropriate funding was utilized and computers were purchased.	5/24/2018 monthly
G7.B1.S7.A1 A375371	Utilize certified teachers during non school hours for additional instruction time after school and...	Zimmerman, Andrew	8/3/2017	Teacher and students attendance records will be kept for review and made available for inspection.	5/24/2018 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G7.B1.S8.MA1 M405523	Attendance rates that trend in a positive direction	Caldwell, Lamica	8/10/2017	Attendance reports, administrator and guidance documentation, grade reports	5/24/2018 monthly
G7.B1.S8.MA1 M405524	Attendance Office will provide attendance reports to administration and guidance office as a tool...	Caldwell, Lamica	8/10/2017	Attendance reports, administrator and guidance documentation, grade reports	5/24/2018 biweekly
G7.B1.S8.A1 A375372	Implement changes to LCSB attendance policy that rewards students for good attendance and has...	Caldwell, Lamica	8/10/2017	Improved attendance and improved student grades and pass rate.	5/24/2018 one-time
G1.MA1 M405487	Review the CTE provided Acceleration Report for improvement in the percentage of students receiving...	Zimmerman, Andrew	7/31/2018	CTE Acceleration report will show improvement to the Acceleration points at the end of the school year.	7/31/2018 one-time
G3.MA1 M405495	The progress towards buildings and grounds improvements will be made throughout the school year....	Zimmerman, Andrew	8/1/2017	Visual and safe improvements to the school will be the best measurement for determining the success of keeping up with and making improvements to the facilities.	7/31/2018 daily
G7.MA1 M405525	Number of students participating in Edgenuity and FLVS. Student schedules aligned with student...	Zimmerman, Andrew	8/3/2017	Edgenuity reports, student credit checks, state reports, classroom observations, and lesson plans.	7/31/2018 weekly
G3.B1.S1.MA1 M405493	Monitor the prioritization of school facility needs, use of appropriate funding sources, and the...	Velez, Nancy	8/1/2017	No major safety violations exist, no major injuries are experienced by students or employees, and the campus is maintained in an aesthetically pleasing and safe way.	7/31/2018 daily
G3.B1.S1.MA1 M405494	Monitor the prioritization of school facility needs, use of appropriate funding sources, and the...	Velez, Nancy	8/1/2017	The request for funds and the purchase of items and/or services is done in accordance with Lake County School Board Policies and Procedures. The facilities and grounds are maintained professionally and in a student friendly manner that offers a safe and orderly learning environment.	7/31/2018 daily
G3.B1.S1.A1 A375356	Prioritize school facility needs, use appropriate source of funding, and facilitate the repair or...	Zimmerman, Andrew	8/1/2017	Facilities are improved as needed without any major disruption to the operation of the school and within allotted money.	7/31/2018 daily
G6.B1.S1.A1 A375363	Administration, department head and literacy coach meet on a weekly basis to plan PD based on the...	Zimmerman, Andrew	8/3/2017	Meeting notes and professional development calendar	7/31/2018 monthly
G7.B1.S1.MA1 M405511	Number of students participating in Edgenuity and FLVS. Student schedules aligned with student...	Zimmerman, Andrew	8/3/2017	Edgenuity reports, student credit checks, and state reports	7/31/2018 monthly
G7.B1.S1.MA1 M405512	Collaborative meetings with administrators and guidance to monitor student evident that progress is...	Emerson, Margaret	8/3/2017	Number of students participating in Edgenuity and FLVS. Student schedules aligned with student needs. Improved grades, gpa, and course completion.	7/31/2018 monthly
G7.B1.S1.A1 A375365	The use of Edgenuity (a computerized grade recovery program) and Lake Virtual/FLVS is self-paced...	Zimmerman, Andrew	8/3/2017	Monitoring of all seniors for attendance, grades, gpa, on-line class completion, required state testing, and required core classes.	7/31/2018 daily
G4.B1.S2.MA1 M405498	Student product, state mandated assessments	Zimmerman, Andrew	8/3/2017	EOC test score data	7/31/2018 monthly
G4.B1.S2.MA1 M405499	Full participation and attendance in writing team	Zimmerman, Andrew	8/3/2017	Common Assessment, Pacing Guides, Lesson Plans	7/31/2018 monthly
G4.B1.S2.A1 A375359	Curriculum Writing Teams	Zimmerman, Andrew	8/3/2017	Common Assessment, Pacing Guides, Lesson Plans	7/31/2018 monthly
G5.B1.S2.MA1 M405503	Student product, state mandated assessments	Zimmerman, Andrew	8/3/2017	EOC test score data	7/31/2018 monthly



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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G5.B1.S2.MA1  M405504	Full participation and attendance in writing team	Zimmerman, Andrew	8/3/2017	Lesson plans, common assessments, and pacing guides	7/31/2018 monthly
G5.B1.S2.A1  A375362	Curriculum Writing Teams	Colarossi, Karen	8/3/2017	Common Assessment, Pacing Guides, Lesson Plans	7/31/2018 one-time
G6.B1.S2.MA1  M405508	Student product, state mandated assessments	Zimmerman, Andrew	8/3/2017	FSA test score data	7/31/2018 monthly
G6.B1.S2.MA1  M405509	Full participation and attendance on writing team	Zimmerman, Andrew	8/3/2017	Common Assessments, Pacing Guides, Lesson Plans	7/31/2018 monthly
G6.B1.S2.A1  A375364	Curriculum Writing Teams	Zimmerman, Andrew	8/3/2017	Common Assessment, Pacing Guides, Lesson Plans	7/31/2018 monthly
G7.B1.S4.MA1  M405517	Course completion	Zimmerman, Andrew	5/28/2018	Students competing credit recovery courses not finished during the regular school year.	7/31/2018 daily
G7.B1.S4.MA1  M405518	Monitoring the use of Edgenuity through the Edgenuity program and daily sign in sheets	Zimmerman, Andrew	5/28/2018	Course completion and daily sign in sheets.	7/31/2018 daily
G7.B1.S4.A1  A375368	Provide tutoring and/or lab time for students at risk and those scoring poorly on FSA tests.	Zimmerman, Andrew	6/4/2018	Summer sessions are provided and documented through student sign in logs.	7/31/2018 daily
G7.B1.S5.MA1  M405519	Transportation was provided.	Zimmerman, Andrew	8/3/2017	Transportation was provided for students not able to provide their own to a test site.	7/31/2018 monthly
G7.B1.S5.MA1  M405520	Transportation was provided.	Zimmerman, Andrew	8/3/2017	Transportation was provided for students not able to provide their own to a test site.	7/31/2018 monthly
G7.B1.S5.A1  A375369	Find funding for transportation to take students to ACT/SAT sites that students would not be able...	Zimmerman, Andrew	8/3/2017	Transportation is provided.	7/31/2018 monthly

## V. Professional Development Opportunities

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

### **G2.** Provide authentic literacy in each core content area.

#### **G2.B1** Lack of understanding and implementing what authentic literacy looks like in non-ELA classrooms.

**G2.B1.S1** We will use all available resources to educate and develop teachers as to what authentic literacy looks like when used in a strong instructional practice classroom.

##### **PD Opportunity 1**

Learning walks and feedback will be used to educate teachers on what authentic literacy looks like in their classroom.

##### **Facilitator**

Administrators and Department Heads

##### **Participants**

All teachers

##### **Schedule**

Daily, from 8/3/2017 to 5/24/2018

**G2.B1.S2** We will focus our PLC's on collaborating about what authentic literacy looks like and how it is implemented in each classroom.

##### **PD Opportunity 1**

Form PLC's based on Authentic Literacy in the classroom

##### **Facilitator**

Colarossi

##### **Participants**

All teachers

##### **Schedule**

Monthly, from 8/10/2017 to 5/24/2018

**G4.** Eustis High School will exceed the State of Florida pass rate on the FSA Algebra I and Geometry EOCs for first time takers.

**G4.B1** Teaching struggling math students to the true intent of Florida Math Standards.

**G4.B1.S1** Provide professional development during pre-planning, department meetings, and 3rd party opportunities on: teaching to the true intent of the standards, aligning lesson plans and formative assessments to test item specifications, and the proper use of text books as a supporting resource to facilitate authentic literacy in the mathematics classroom.

### **PD Opportunity 1**

Administration, department head and literacy coach meet on a weekly basis to plan PD based on the requirements of the Florida Algebra and Geometry standards, Learning Walk (reading, writing thinking and discussion in every classroom everyday) feedback, and other professional development opportunities as they become available.

#### **Facilitator**

Administration, Department Head, Literacy Coach

#### **Participants**

Teaching staff

#### **Schedule**

Weekly, from 8/3/2017 to 5/24/2018

### **PD Opportunity 2**

Teachers will participate in Collaborative Time and iPD

#### **Facilitator**

AP, Department Head, Literacy Coach

#### **Participants**

Algebra 1 and Geometry Teachers

#### **Schedule**

Monthly, from 8/3/2017 to 5/24/2018

## **G4.B1.S2 Curriculum Writing Teams**

### **PD Opportunity 1**

Curriculum Writing Teams

#### **Facilitator**

Karen Colarossi

#### **Participants**

Math Teachers

#### **Schedule**

Monthly, from 8/3/2017 to 7/31/2018

**G5.** Eustis High School will exceed the State of Florida pass rate on the Biology 1 EOC for first time takers.

**G5.B1** Teaching struggling science students to the true intent of Florida Biology Standards.

**G5.B1.S1** Provide professional development during pre-planning, department meetings, and 3rd party opportunities on: teaching to the true intent of the standards, aligning lesson plans and formative assessments to test item specifications, and the proper use of text books as a supporting resource.

### **PD Opportunity 1**

Administration, department head and literacy coach meet on a weekly basis to plan PD based on the requirements of the Florida Biology standards. Learning Walks. feedback, and other professional development opportunities as the become available.

#### **Facilitator**

Administration, Department Head, Literacy Coach

#### **Participants**

Teaching staff

#### **Schedule**

Weekly, from 8/3/2017 to 5/24/2018

## PD Opportunity 2

Teachers will participate in Collaborative Time and iPD

### Facilitator

Administration, Department Head, Literacy Coach

### Participants

Teaching staff

### Schedule

Monthly, from 8/3/2017 to 5/24/2018

## G5.B1.S2 Curriculum Writing Teams

## PD Opportunity 1

Curriculum Writing Teams

### Facilitator

Karen Colarossi

### Participants

Biology Teachers

### Schedule

On 7/31/2018

**G6.** Eustis High School will exceed the State of Florida pass rate on the ELA FSA for first time takers.

**G6.B1** Teaching struggling ELA students to the true intent of Florida ELA Standards.

**G6.B1.S1** Provide professional development during pre-planning, department meetings, Collaborative Time, and 3rd party opportunities on: Engage NY, Google Docs, Schoology, aligning lesson plans and formative assessments to test item specifications, and the proper use of text books as a supporting resource for authentic literacy in the ELA classroom.

**PD Opportunity 1**

Administration, department head and literacy coach meet on a weekly basis to plan PD based on the requirements of the Florida ELA standards, Learning Walks (reading, writing thinking and discussion in every classroom everyday) feedback, and other professional development opportunities as they become available.

**Facilitator**

Administration, Department Head, Literacy Coach

**Participants**

Teaching staff

**Schedule**

Monthly, from 8/3/2017 to 7/31/2018

**G6.B1.S2** Curriculum Writing Teams

**PD Opportunity 1**

Curriculum Writing Teams

**Facilitator**

Karen Colarossi

**Participants**

ELA Teachers

**Schedule**

Monthly, from 8/3/2017 to 7/31/2018

**G7. Improve the school culture and climate by improving the student graduation rate.**

**G7.B1** Poor academic success in core subject areas.

**G7.B1.S2** Continue implementing personalized learning teaching strategies in conjunction with the precepts of Capturing Kids Hearts in each classroom.

**PD Opportunity 1**

Using the train the trainer model teachers will be provided training on Personalized Learning strategies to target those at-risk students in their classroom.

**Facilitator**

Cathy Caudill

**Participants**

All teachers

**Schedule**

Quarterly, from 8/3/2017 to 5/24/2018

**G7.B1.S3** Utilize Sylvan Learning Program to assist seniors in achieving proficiency on the state mandated reading tests or ACT/SAT

**PD Opportunity 1**

Train appropriate teachers in using and monitoring the use of Sylvan Learning.

**Facilitator**

TBD

**Participants**

Teachers of Seniors

**Schedule**

Monthly, from 8/3/2017 to 5/18/2018

**G8.** Improve the school culture and climate by reducing the number of students receiving Out-of-School Suspensions.

**G8.B1** Setting high behavior expectations for students without having established school and classroom standard operating procedures.

**G8.B1.S1** Provide professional development for administrators and instructional staff on Classroom Design and Delivery and Capturing Kids Hearts to work collaboratively on designing standard operating procedures for student classroom expectations.

### PD Opportunity 1

Teachers and administrators will receive professional development on Capturing Kids Hearts to work collaboratively with students on designing meaningful standard operating procedures for the classroom. SOP's will be evident in all classrooms. SOP's will be adapted throughout the school year as changing student behavior is more apparent and the need for revised SOP's arises. In addition, a separate Suspension Reduction Plan is in effect and part of a school-wide effort.

#### Facilitator

Administration and Leadership Team

#### Participants

Teaching staff

#### Schedule

Monthly, from 8/3/2017 to 5/24/2018

## VII. Budget

1	G1.B1.S1.A1	Guidance Counselors and High School Graduation Counselor will identify potential students that could obtain an acceleration point if placed in an appropriate program, AP class, or dual-enrolled, by using the CTE provided Acceleration Report as a way to identify and monitor our progress.				\$0.00
2	G2.B1.S1.A1	Learning walks and feedback will be used to educate teachers on what authentic literacy looks like in their classroom.				\$0.00
3	G2.B1.S2.A1	Form PLC's based on Authentic Literacy in the classroom				\$0.00
4	G3.B1.S1.A1	Prioritize school facility needs, use appropriate source of funding, and facilitate the repair or replacement of tangible items such as tools, safety related items, structures, utility vehicles, and other power equipment.				\$30,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	239-Other	0081 - Eustis High School	Other		\$30,000.00
Notes: This budget includes SAC funds and internal accounts						
5	G4.B1.S1.A1	Administration, department head and literacy coach meet on a weekly basis to plan PD based on the requirements of the Florida Algebra and Geometry standards, Learning Walk (reading, writing thinking and discussion in every				\$0.00



		classroom everyday) feedback, and other professional development opportunities as they become available.				
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0081 - Eustis High School	Other		\$0.00
6	G4.B1.S1.A2	Teachers will participate in Collaborative Time and iPD				\$0.00
7	G4.B1.S2.A1	Curriculum Writing Teams				\$0.00
8	G5.B1.S1.A1	Administration, department head and literacy coach meet on a weekly basis to plan PD based on the requirements of the Florida Biology standards. Learning Walks. feedback, and other professional development opportunities as the become available.				\$0.00
9	G5.B1.S1.A2	Teachers will participate in Collaborative Time and iPD				\$0.00
10	G5.B1.S2.A1	Curriculum Writing Teams				\$0.00
11	G6.B1.S1.A1	Administration, department head and literacy coach meet on a weekly basis to plan PD based on the requirements of the Florida ELA standards, Learning Walks (reading, writing thinking and discussion in every classroom everyday) feedback, and other professional development opportunities as they become available.				\$0.00
12	G6.B1.S2.A1	Curriculum Writing Teams				\$0.00
13	G7.B1.S1.A1	The use of Edgenuity (a computerized grade recovery program) and Lake Virtual/FLVS is self-paced computer instruction with teacher assistance with the flexibility and opportunities during school or after school at home.				\$0.00
14	G7.B1.S2.A1	Using the train the trainer model teachers will be provided training on Personalized Learning strategies to target those at-risk students in their classroom.				\$0.00
15	G7.B1.S3.A1	Train appropriate teachers in using and monitoring the use of Sylvan Learning.				\$0.00
16	G7.B1.S4.A1	Provide tutoring and/or lab time for students at risk and those scoring poorly on FSA tests.				\$11,867.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100		0081 - Eustis High School	Other		\$11,867.00
			Notes: Object is 1930 - Extra Duty Pay - Instructional			
17	G7.B1.S5.A1	Find funding for transportation to take students to ACT/SAT sites that students would not be able to provide transportation on their own.				\$0.00
18	G7.B1.S6.A1	Find appropriate funding to purchase laptops and Chromes to be used by struggling students that lack access to technology and the Internet for research and finding alternative instructional help.				\$0.00
19	G7.B1.S7.A1	Utilize certified teachers during non school hours for additional instruction time after school and weekends.				\$0.00
20	G7.B1.S8.A1	Implement changes to LCSB attendance policy that rewards students for good attendance and has consequences for those students that do not attend school a minimum amount of time.				\$0.00

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21	G8.B1.S1.A1	Teachers and administrators will receive professional development on Capturing Kids Hearts to work collaboratively with students on designing meaningful standard operating procedures for the classroom. SOP's will be evident in all classrooms. SOP's will be adapted throughout the school year as changing student behavior is more apparent and the need for revised SOP's arises. In addition, a separate Suspension Reduction Plan is in effect and part of a school-wide effort.				\$9,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	131304-CONSULTING	0081 - Eustis High School	General Fund		\$9,000.00
22	G8.B1.S2.A1	Fully implement the LCSB Bullying Plan				\$0.00
Total:						\$50,867.00